

“Vocabulary”

CTGE 5534

Beginning Reading and Writing
in Inclusive Classrooms

Instructor – Andrew Fletcher

Connections

- What is meant by “vocabulary”?
- Why does word knowledge matter?
- What’s the connection to oral language?
- What’s the connection to reading and writing?

The Components of Early Literacy

Emergent →
Beginning
Readers and
Writers

- Oral Language
- Print Awareness
- Phonological Awareness
- Phonemic Awareness
- Alphabetic Knowledge
- Word Recognition (Recoding or Decoding)
- Word Production (Encoding or Spelling)
- “Word Meaning” (Vocabulary)

Instruction – Vocabulary –

Put Reading First – Kindergarten Through Grade 3: The Research Building Blocks For Teaching Children to Read

SUMMING UP

Vocabulary refers to

- the words we must know to communicate effectively.
- **oral** vocabulary refers to words that we use in speaking or recognize in listening.
- **reading** vocabulary refers to words we recognize or use in print.

Vocabulary is important because

- beginning readers use their oral vocabulary to make sense of the words they see in print.
- readers must know what most of the words mean before they can understand what they are reading.

Vocabulary can be developed

- **indirectly**, when students engage daily in oral language, listen to adults read to them, and read extensively on their own.
- **directly**, when students are explicitly taught both individual words and word-learning strategies.

Digging Deeper...

Types of Vocabulary

- Meaning vocabulary:
 - The sum total of a person's understanding of the meaning of words
 - Readers draw from this storehouse of words when learning new words
 - Receptive – spoken/written by others (Listening/Reading)
 - Expressive/Productive – spoken/written by us (Speaking/Writing)
 - “Oral” vocabulary would be considered part of “meaning” vocabulary
- Reading vocabulary: Words both recognized and understood when reading; words the reader already knows

Levels of Word Knowledge

1. I have never heard/seen the word before.
2. I have heard/seen the word, but I don't know what it means.
3. I recognize the word in context, or...it has something to do with...
4. I know the word.

Completely Unfamiliar → Rich Network of Meaning

Subcategories/Tiers of Vocabulary

- Tier One - Basic words
 - The building blocks of everyday language
 - Concept words
 - Function words
- Tier Two - General-utility words
 - More complex terms that proficient readers and speakers often use in speech
 - Academic language
- Tier Three - Low-utility words:
 - Less frequently encountered words
 - Words that are found in a particular content area

Instructional Choices

“Word Meanings”

- Incidental learning
 - Listening and discussion
 - Writing
 - Reading widely
- Explicit instruction

“Word-Learning Strategies”

- Use pictures/context clues to infer word meanings
- Use morphemic analysis, or word parts, to decipher word meanings (structural analysis)
- Use the dictionary or other like resources

“Word Meanings”

(Explicit Instruction in Meaning Vocabulary)

Helps children to:

- Learn new words that represent new concepts
- Clarify and enrich the meanings of new words
- Learn new words for known concepts
- Move words into their speaking vocabularies
- Learn new meanings for known words

**“Word-Learning Strategies”
(Strategies to Enhance Independent
Meaning Vocabulary Growth)**

- Using the context
- Using word structure
- Using the dictionary
- Figuring out unknown words
- Developing an appreciation for words

Share-out

- “Observe a primary classroom for 10 to 15 minutes this week with a focus on vocabulary instruction. What are you seeing and hearing? Record low-inference notes as well as your thoughts and feelings in connection with what you have seen and heard.”
- So what did you see and hear?
- How does this connect to what you’ve read about and what we’ve covered in class?

Assessment

- Why don't we have a vocabulary assessment as a part of our battery?
- If we did, what might be assessed?
- What kinds of assessments already exist in the field?

Topics

CTGE 5534-L04 Beginning Reading and Writing in Inclusive Classrooms Fall Semester - 2013	Jigsaw Assignments – Class 10 - November 14th for Class 11 – November 21st
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Jigsaw - Read the article/chapter that you chose/was assigned to you in class. The others are optional if not chosen by/assigned to you.

- McKeown, M. G., & Beck, I. L. (2004). Direct and rich vocabulary instruction. In J. F. Baumann, & E. J. Kame'enui (Eds.), *Vocabulary instruction* (pp. 13-27). New York, NY: Guilford Press. (15 pages)
 - 1. Kara Silberthau
 - 2. Paola Penuela
 - 3. Devin Benson
 - 4. Emily
- Beck, I. L., McKeown, M. G., & Kucan, L. (2003, Spring). Taking delight in words: Using oral language to build young children's vocabularies. *American Educator*. (six pages)
 - 1. Euanne Ortiz
 - 2. Priya King
 - 3. Miao Chen
 - 4. Hannah Thibodeau
- Hart, B., & Risley, T. R. (2003, Spring). The early catastrophe: The 30 million word gap by age 3. *American Educator*. (six pages)
 - 1. Patricia Wu
 - 2. Jeremy Allen
 - 3. Carmey Casanova
 - 4. Amanda
- Dudley-Marling, C., & Lucas, K. (2009). Pathologizing the language and culture of poor children. *Language Arts*, 86(5), 362-370. (nine pages)
 - 1. Maeve Wall
 - 2. Jasmine Stevens
 - 3. Blair Sullivan
 - 4. Taina

- “Word Meanings”
 (“Robust Vocabulary Instruction”)
 - McKeown and Beck
 - Beck et al.
- “Vocabulary and Sociolinguistics” (Week 4)
 - Hart and Risley
 - Dudley-Marling and Lucas

“Robust Vocabulary Instruction” (Continued)

- Definition: “A robust approach to vocabulary instruction involves directly explaining the meanings of words along with thought-provoking, playful, and interactive follow-up” (Beck, McKeown, & Kucan, 2002, p. 2).
- Let’s watch some video clips of this kind of instruction and then talk about what we see.
- A copy of the lesson plan used in the video is available on the course wiki.
- A PowerPoint presentation: “Developing Vocabulary through Read-alouds” that was developed along for use with these video clips is also available.

“Vocabulary and Sociolinguistics” (Continued)

- Why does vocabulary knowledge matter?
- What do Hart and Risley say is the issue?
- How is this countered by Dudley-Marling and Lucas?
- What do you say?

References

- Put Reading First...
- Others?